

# ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Curriculum Committee Agenda

FROM:

Deputy Director of Training and Education

EXTENSION

NO.

STAT

STAT

DATE

27 February 1985

TO: (Officer designation, room number, and building)

DATE

RECEIVED

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OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

1. OTE/EXO

2. C/PG Room 1025

3. C/AD Room 1016

4. C/EDS Room 1001

5. C/IT Room 926

6. C/TSD Room 826

7. C/ISTD Room 616

8. C/MATD Room 516

9. C/LS Room 426

10. C/CTD Room 202

11. C/WOTS Room 202

12.

13.

14.

15.

**AGENDA**  
**OTE CURRICULUM COMMITTEE MEETING**  
**1 March 1985**  
**1330 HOURS, 1025 CofC**

Midcareer Course		IT	STAT
Executive Order No. 12333 Report			
New Course:			
Administrative Career Training Course		CTD	STAT
New Courses:			
Multi-level writing program --			
Editing Workshop			
Advanced Writing			
Technical Writing			
Developing Writing Confidence			
Briefing Techniques for Professional Platform Delivery			

**Distribution:**

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## OBJECTIVES FOR DA COURSE

At the conclusion of the Administrative Training Course:

1. The student will be able to demonstrate a basic familiarity with the functions of each of the DA's nine offices, including, but not limited to:

a. A basic working knowledge of OF's budget, finance and travel functions.

b. A basic familiarity with the Agency's computer systems, with OIT consulting resources and basic functional knowledge of VM and AIM.

2. The student will be able to demonstrate a basic familiarity with overseas support provided by the nine DA offices, where applicable and how that support is provided.

**ADMINISTRATIVE CAREER TRAINING COURSE #1 (ACT ONE)**  
**25 March - 19 April 1985**

<u>Date and Time</u>	<u>Segment Title</u>	<u>Speaker</u>	
<b><u>Monday, 25 March</u></b>			
<b><u>Room 902 C of C</u></b>			
0830-0900	Course Admin & Introduction	<div style="border: 1px solid black; width: 100px; height: 20px;"></div> Course Coordinator	STAT
0900-1000	A Morning with the DDA	Harry Fitzwater DDA	
1000-1030	Coffee With the DDA		
1030-1045	Break		
1045-1145	What It Means to Be a DDA Officer	<div style="border: 1px solid black; width: 100px; height: 20px;"></div> Director of Training	STAT
1200-1300	lunch		
1300-1700	Workshop: Briefing Techniques		
<b><u>Tuesday, 26 March</u></b>			
<b><u>Office of Medical Services</u></b>			
0900-0915	Introduction and Exercise Overview		
0915-0945	Formation of Sub-groups:  -Ops & Intel Production -Selection & Evaluation -Health Support -Medevac		
0945-1000	Introduction to Specific Scenario and Consultants		

1000-1200	Sub-group Meetings with OMS Consultants
1245-1330	Group Leader Briefing Preparation and Panel Reading Assignments
1330-1500	Panel of OMS Specialists
1500-1530	Oral Presentations
1530-1545	Director of Medical Services Briefing
1545-1600	Exercise Evaluation

Wednesday, 27 March

0830-1030	Panel of Senior DO Officers:  The COS and his Support Team; what he expects both from Headquarters support elements and from his field support team.
1030-1100	Travel to Ames Building
<u>1100-1700</u>	<u>Office of Information Services</u>  1&1/2 hours each on: --FOIA --Information Management and Security --Regulations Process

Thursday, 28 March

0830-1700	Briefing Techniques
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Friday, 29 March

0830-0900	Quiz  <u>Office of Information Technology</u>
0900-1000	Introduction to      OIT Consulting Agency Computer      Services Rep Systems
1000-1015	AIM Slide Show
1030-1200	VM Workshop
1200-1300	Lunch
1300-1430	AIM Workshop
1430-1500	Bus to Headquarters

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**1500-1615            Tours of Northside,  
                         Ruffing and Special  
                         Computer Centers**

**1615                Bus to CofC**

Monday, 1 April

0830 Bus to Headquarters

0900-1000 Workshop: Microcomputers and Graphics.

1000-1100 Experiential Learning: open experimentation with Information Center Microcomputers; questions.

1100-1130 Bus to CofC

1200-1300 Lunch

1300-1700 Workshop: Briefing Techniques

Tuesday, 2 AprilOffice of Security

0900-1000 Overview and Introduction to the Exercise

1000-1700 Divide into groups for:

--A Hypothetical Adjudication Exercise

--A Physical/Technical Security Exercise

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Each group will spend a full day on each of the above subjects

Wednesday, 3 April

0900-1700 OS Exercise Continued

Thursday, 4 April

0900-1700 OS Exercise Continued

Friday, 5 AprilOffice of Communications

0900-1130 Overview, Videotape, Panels

1130                      Bus to Headquarters

1100-1700              Tour Headquarters Operations Center,  
                              Datacom, Secure Voice Section and  
                              Crisis Center



Monday, 8 April

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Tuesday, 9 AprilOffice of Finance

0830-0915	Overview	Allen Elkins Director of Finance
0915-1030	Approval, Certification & Cash Control Responsibilities; Cash Shortages	Deputy Director of Finance
1030-1200	Cash Shortage Exercise	
	-Revolving Fund Example -What To Do If You Have A Shortage	
1200-1300	Lunch	

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1500-1700	Memorandum of Oral Commitment Problem
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Wednesday, 10 April

0830-0900	Quiz
0900-1000	Briefing on Reorganization of Central Processing and Central Travel Activities (OP)
1000-1200	Travel Tutorial
1200-1300	Lunch
1300-1500	Travel Problems:
	-TDY, PCS (Domestic and Foreign)

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**Travel**

1500-1700            Medevac Exercise

**Thursday, 11 April**

0830-1200            Payroll Tutorial and Exercise

1200-1300            Lunch

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**Friday, 12 April****Office of Personnel**

0800-1100            Workshop: Employment Processing

1100-1200            EEO Briefing, Including Federal Womens Program

1200-1300            Lunch

1300-1700            Workshop: Troubled Employee

**Monday, 15 April**

0830-0930            Employee Benefits & Services Overview

0930-1100            Panels/Workshops:

- Retirement
- Insurance
- Casualty Planning

1100-1200            Briefing: How Personnel Management Policies are Developed and Codified Through the Regulatory System

1200-1300            Lunch

1300-1530            Workshop: Position Management and Compensation

1530-1630            Director of Personnel: You've Seen Our Product; Do You Have Questions? Plus Comments On Promotion Opportunities and Other Current Topics of Interest.

**Tuesday, 16 April**

0830-1700            Workshop: Stress and Time Management

Wednesday, 17 April

0830-1200            Workshop: Assertive Negotiating Skills

1200-1300            Lunch

Office of Logistics

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Thursday, 18 April

0900-1700            Logistics Exercise

Friday, 19 April0900-1130            Tour of New Building Site and  
Associated Briefings.

1130                  Shuttle to State

1200-1330            Lunch at State

1330-1430	The Importance of the State/CIA Administrative Relationship	Robert Lamb Assistant Secretary of State for Administration
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1430                  Shuttle to CofC

1500-1600            Final Quiz

1600-1700            Critique and Wrap-up

**ADMINISTRATIVE-INTERNAL USE ONLY**

who  
who

**EDITING WORKSHOP**

This workshop will focus on techniques for revising written work with emphasis on improving organization of ideas, sentence structure, and word usage. Sessions will include group editing of typical written work. We ask participants to submit several items of unedited writing for use in these sessions.

**DESIGNED FOR**

Those who edit or supervise other's written material, in addition to their own.

**FIRST OFFERING**

2 days Spring 1985

ID#406

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## EDITING WORKSHOP OUTLINE

NOTE: This outline suggests a generalized approach to editing. It will be tailored to the needs of the audience as determined by the precourse meeting.

### DAY 1

#### Presentation of Objectives

- To promote clear and concise written communication
- To guarantee accuracy
- To recognize and eliminate errors in structure, usage, and organization
- To promote general principles of effective editing

#### "Structural Faults"

##### Five most common structural faults

- Squinting modifiers
- Loose or run-on sentences
- Faulty pronoun references
- Dangling modifiers
- Faulty parallel patterns

### "Usage"

- The choices: When do we use "altogether" rather than "all together," "between" rather than "among," and so forth?
- The uses of words that sound alike but are spelled differently.
- The uses of prepositional idioms
- Other usage patterns

### "Tips and Checklist for Editing"

- Transition for paragraphs
- Sentence Problems
  - \* Check for complete sentence
  - \* Use of active voice, rather than the passive
  - \* Avoiding "There is" and "it is" construction
  - \* Check for run-on sentences
  - \* Check for separated subject and broken verbs
  - \* Check for split infinitives
  - \* Use of strong verbs
  - \* Weak wordy construction
  - \* Pruning wordy construction

### Organization of Ideas

Practical exercises using submitted items

Discussion: "Some General Principles of Editing"

- Know your role; that is, do not make changes you are not authorized to make
- Keep in mind the intent of the author
- If you do not know the intent of the author, check with the author
- Watch for--
  - \* Contradictions
  - \* Vague generalizations
  - \* Questionable assumptions.
- Examine the organization
- Scrutinize the language: Are the sentences logical, clear, economical, and structurally correct?

DAY 2

Practical exercises applying the principles of effective editing using submitted items

Workshop evaluation

Concluding comments from the instructor

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**ADVANCED WRITING**

This workshop will focus on the needs of Agency writers to identify audience, organize material for a specific audience, and revise to meet the needs of that audience.

The workshop will develop strategies for composing memoranda, letters, reports, and papers; and will integrate the writing processes of prewriting, writing, editing, and revising.

**DESIGNED FOR**

Agency writers who do not need nor want a review of basic composition techniques, but who need to develop skills of organization, focus, and revision to improve their memoranda, letters, and reports.

**FIRST OFFERING**

3 half-days for two consecutive weeks Spring of 1985

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## COURSE OUTLINE FOR ADVANCED WRITING

All of us who write as a part of our job should consider ourselves professional writers. Like professional writers, we must

- \*know the audience

- \*identify the essential idea

- \*organize the material to inform and appeal to the audience

- \*revise and edit to meet the specific needs of the audience

### I. The Audience: Our Readers

- A. As writers, we should visualize not only our primary audience but anyone who might judge or be informed by our message.
- B. We must consider what our audience already knows about our subject and how that knowledge might affect tone, organization of material, and the information we need to include.
- C. We need to know how our information will affect our audience: does the message pose a threat?
- D. We need to know how the audience views the writer: Is the writer an expert or must the writer establish credibility through the message?
- E. We should assess the specific needs of the audience and structure our message to reduce their anxiety.

### II. The Essential Idea: What the Reader Must Know

- A. As writers, we need to determine the single most important idea of our message.
- B. Any information that obscures or detracts from the central point belongs in a separate paper.
- C. Any information that competes with the central point belongs either in a separate paper or in a position of lesser prominence in the paper.
- D. We need to decide what action we want the reader to take and to be certain that our message suggests that action.

### III. Organization

- A. Organization of material is a part of the writer's strategy.
- B. We must decide whether we are primarily interested in persuading, informing, requesting information, directing action, or reporting on action taken.
- C. We must consider our position in the hierarchy and the position of all members of the audience.
- D. We must address the needs of the audience in our organization of material.
- E. Most memos, reports, and analytical writing should present the recommendations and conclusion first to save the reader time.
- F. Reports or memos which are controversial should lead the reader to believe in the justness of the writer's cause or the inevitability of his position. The reader is more likely to be persuaded if he does not confront the conclusion first.
- G. Letters, like memos and reports, have an explicit purpose.
- H. The organization of material in a letter is a tactical decision and reflects the writer's view of the perceived needs of the reader.

### IV. Revision

- A. Writers revise to achieve brevity, coherence, and unity.
- B. Writers revise to provide emphasis.
- C. Writers revise to correct tone.
- E. Writers revise in order to be understood: to report accurately, to provide analysis, and to bring about action.
- F. Revision of one's own work is a necessary part of the composing process.
- G. Submitting one's work for revision is a necessary part of the communication process.
- H. Revising the work of others is a necessary part of the editorial process.
- I. Revision is the writer's opportunity to test his strategy, improve his coherence, and restructure to meet the needs of the reader.

## **Administrative - Internal Use Only**

### **TECHNICAL WRITING WORKSHOP**

This workshop will focus on the structure, wording, and format of technical documents to include:

- \* proposals
- \* reports
- \* procedures
- \* manuals
- \* letters
- \* articles.

Emphasis will be on the accurate transmission of technical information.

### **DESIGNED FOR**

Managers, scientists, engineers, and technicians faced with special problems in communicating complex technical information to technical and non-technical readers.

### **FIRST OFFERING**

23, 24, and 25 July 1985

**Administrative - Internal Use Only**

## **GETTING STARTED**

Differences among  
    official writing  
    school writing  
    creative writing

Advantages of  
    writing  
    phoning  
    visiting

Inhibiting factors  
    fear of blundering  
    complexity of topics  
    need for precision  
    habit and laziness  
    the boss

Damaging myths about  
    genius  
    inspiration  
    correctness

Your attitudes toward  
    this course  
    your writing

## **PLANNING TO WRITE**

How to adjust for  
    audience  
    purpose  
    occasion

Choosing the format  
    letter  
    memorandum  
    message  
    report  
    directive

Saving time by  
    getting clear instructions  
    using outline trees  
    making the false start

## **ORGANIZATION**

Strategies for desired action  
request-support  
answer-explanation  
problem-solution  
chronology  
order of importance  
summaries  
good and bad news

Paragraphs  
topic sentences  
length  
development

Sentences  
subordination and coordination  
periodic and loose  
placement  
length

Relating ideas by  
transitions  
repetition  
synonyms  
pronouns

Parallelism in  
paragraphs  
sentences  
words

Graphic aids  
lists  
headings  
underlining  
white space

## **CLARITY**

Pronouns  
"I" or "we"?  
the "you" attitude  
occasions for impersonality

Words that prevent  
vagueness  
pomposity  
legalistic lingo

## **TONE**

Looking for  
    mutual interests  
    positive language  
    safe connotations

Consistency  
    personal vs. impersonal  
    informal vs. formal

## **VIGOR**

Verbs  
    active  
    specific  
    near subject

Sentence variety  
    length  
    structure  
    beginnings

Emphasis  
    pacing  
    position  
    part of speech

Varied punctuation  
    colons  
    semicolons  
    dashes  
    parentheses  
    question marks

## **ECONOMY**

Needless information  
    long-winded introductions  
    obvious or excessive detail

Needless words  
    "who," "which," "that" clauses  
    diluted verbs  
    doublings

False economy  
    noun strings  
    misused acronyms

## **MECHANICS**

Grammar  
subject-verb agreement  
pronoun-antecedent agreement  
misplaced modifiers

Punctuation  
commas  
hyphens  
capitalization

## **ARGUING WELL**

One model  
getting attention  
describing the problem  
visualizing the results  
requesting action or approval

Appeals to  
efficiency  
loyalty  
authority  
pride  
generosity

Winning tactics  
separating fact from opinion  
isolating causes and effects  
acknowledging the opposition  
looking for common ground

## **TECHNICAL WRITING**

Choosing the format  
Arranging the sections  
Creating interest  
Balancing detail and readability  
Using visuals  
Dealing with mixed audiences

## ADMINISTRATIVE-INTERNAL USE ONLY

*Writing*

### DEVELOPING WRITING CONFIDENCE

This course will enable participants to become aware of the sources of stress in writing, both historical and individual, to recognize and understand the signs of writing stress, and to develop strategies to gain confidence in writing.

This course will consist of a series of three workshops which, among other things, will focus on: (1) signs of writing stress: procrastination, missing deadlines, solitary work habits, little or no revision, unconducive writing environment, poor communication with superiors or subordinates about writing tasks, writing blocks, and insufficient planning. (2) strategies to gain writing confidence. (3) understanding the causes of writing stress and developing a disciplined approach to writing tasks.

### DESIGNED FOR

Agency employees who want to become more confident and more effective in their approach to writing.

### FIRST OFFERING

3 days Spring 1985

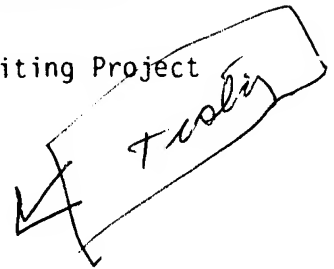
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Northern Virginia Writing Project

## DEVELOPING WRITING CONFIDENCE

### Course Proposal



The purpose of this course is to enable participants to become aware of the sources of stress in writing, both historical and individual, to recognize and understand the signs of writing stress, and to develop strategies to gain confidence in writing.

This course will consist of a series of three workshops which will focus on the following:

1. Signs of writing stress. This workshop will help participants to recognize the signs of writing stress: procrastination, missing deadlines, solitary work habits, little or no revision, uncondusive writing environment, poor communication with superiors or subordinates about writing tasks, writing blocks, and insufficient planning.
2. Strategies to gain writing confidence. Specific strategies will be practiced to substitute new habits for old. Strategies will include process logs, planning, writing process terminology, revision, negotiation of writing tasks, and methods to gain and give feedback.
3. History of writing instruction. This will form a basis of understanding how writing stress develops. Participants will narrate their own writing histories within the context of the history of writing instruction.

The method of instruction will be workshop, including writing and discussion. A selection of articles will be distributed for participants to read outside of class.

The number of participants for this course shall not exceed 15.

The cost for this 3-day series of workshops plus instructional materials is \$1,750.

## DEVELOPING WRITING CONFIDENCE

### Syllabus

- Workshop 1      Writing about Stress in Writing  
                    An individual exploration of the problems that  
                    confront the writer.
- Discussion of Problems  
                    A whole group discussion identifying common problems.
- Planning Strategies for Gaining Confidence  
                    A whole group discussion of existing strategies which  
                    successfully solve these problems.
- Workshop 2      Adding to the Strategies  
                    The following strategies will be introduced, discussed,  
                    and practiced:
- process logs (Perl)
  - writing process terminology (Murray)
  - planning strategies (Murray)
  - negotiation of writing tasks (Cohn)
  - methods for giving and getting feedback (Macrorie)
  - methods of revision (Elbow)
- Participants will be asked to bring materials not classified  
                    above secret.
- Workshop 3      Brief History of Writing Instruction  
                    An explanation of how we came to view writing as we do.  
                    (Brannon and Knoblaugh)
- Individual Histories  
                    An exploration of the development of writing processes.
- Disciplined Writing  
                    Plans for developing a disciplined approach to writing tasks.

DEVELOPING WRITING CONFIDENCE

Selective Bibliography

Knoblauch, C.H., and Lil Brannon. Rhetorical Traditions and the Teaching of Writing. Boynton/Cook, 1984.

Elbow, Peter. Writing With Power. Oxford University Press, 1973.

Murray, Donald. "The Maker's Eye: Revising Your Own Manuscripts," Subject and Strategy: A Rhetoric Reader, Escholz and Ross, eds., St. Martin's Press, 1978.

Flowers, Betty S. "Madman, Architect, Carpenter, Judge," Language Arts, Volume 58, Number 7, October 1981.

Bissex, Glenda L. "Writing Conferences: Alternatives to the Red Pencil," Learning, November, 1982.

## ADMINISTRATIVE-INTERNAL USE ONLY

### BRIEFING TECHNIQUES FOR PROFESSIONAL PLATFORM DELIVERY

This workshop will focus on the delivery aspects of briefing and emphasizes skills, behaviors, and techniques for effective, professional platform performance.

Topics, discussions, and exercises focus on developing briefer awareness, sensitivity, and skill in three primary delivery areas: (1) nonverbal communication, (2) use of language, and (3) vocal capability. Armed with good preparation, well-organized material, and sound ideas, participants will learn techniques and behaviors which will make them masterful briefers.

Additional areas for consideration and skill practice include:

- \* body movement, language, and mannerisms
- \* managing tension/nervousness before and during delivery
- \* using presentation tools: body, lectern, visual aids

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## **ADMINISTRATIVE-INTERNAL USE ONLY**

- \* behavioral strategies for successful persuasion
- \* receiving, understanding, and adapting to audience feedback
- \* handling "difficult" and "hostile" questions and audiences

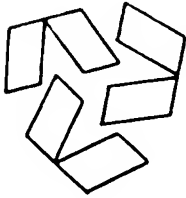
### **DESIGNED FOR**

Agency Middle- and Senior-Level Managers and Analysts who have significant briefing responsibilities and experience in briefing. This workshop is designed to impart skills beyond those addressed in the currently offered Briefing Techniques Course.

### **FIRST OFFERING**

3 days Spring 1985

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VICORE, INC.

2009 NORTH FOURTEENTH STREET ■ SUITE 608 ■ ARLINGTON, VIRGINIA 22201 ■ 703/526-9551

## BRIEFING TECHNIQUES FOR PROFESSIONAL PLATFORM DELIVERY

### OBJECTIVES

The objectives of the program are to help Middle and Senior Level Managers and Analysts (1) polish their platform "delivery" skills, (2) develop greater confidence, competence, and ease for briefing any audience, and (3) learn professional platform techniques for commanding attention, creating rapport, establishing credibility, maintaining control, and achieving "intended" results.

### CONTENT

"Briefing Techniques for Professional Platform Delivery" focuses on the delivery aspects of briefing and emphasizes skills, behaviors, and techniques for effective, professional platform performance.

Topics, discussions, and exercises focus on developing briefer awareness, sensitivity, and skill in three primary delivery areas: (1) nonverbal communication, including appearance, (2) use of language, and (3) vocal capability. Armed with good preparation, well-organized material, and sound ideas, participants will learn techniques and behaviors which will make them masterful briefers.

Additional areas for consideration and skill practice include the following:

- o body movement, language, and mannerisms
- o managing tension/nervousness before and during delivery
- o using presentation tools: body, lectern, visual aids
- o behavioral strategies for successful persuasion
- o receiving, understanding, and adapting to audience feedback
- o handling "difficult" and "hostile" questions and audiences.

Through lecture, discussion, film, modeling, and role playing, participants will increase their awareness and understanding of platform behaviors and techniques which support successful, effective briefings. Those behaviors--or the lack of them--will be identified and clarified for each participant through videotape review of and feedback on participants' briefings in the classroom. Each participant will deliver two briefings in the classroom. The briefings will be simultaneously audiotaped and videotaped on the first and third days of the workshop. Topics will be assigned by the instructor and will relate to an area of the participant's work-related interest and expertise. All presentations will be extemporaneous, and classroom time will be used for preparation.

Individual briefings will be limited to 10 minutes. Videotapes will be reviewed in small groups of 3 or 4 participants in nearby team rooms. Audiotapes will be given to participants for outside review and retention. (Audiotapes give participants greater awareness of their "use of language" and "vocal skill.")

In addition to the 2 major briefings of the participants, classroom activities and exercises on the second day will include interpretive and dramatic readings from scripts, news stories, and plays to build skills in vocal variety, dynamics, and control. Other oral reading exercises will focus on comparative samples of language which will help participants recognize and use language which supports effective communication--and their purpose(s).

During classroom discussion and exercises, techniques for reducing and handling tension will be presented and practiced. Instruction, practice, and feedback will be given on appropriate and effective behaviors in such crucial areas as appearance, eye contact, mannerisms, gestures, movements, pointing, projection, pitch, pace, pausing, facial expressions, and posture. Emphasis also will be placed on matching appropriate behavior and techniques to different audiences, situations, occasions, and objectives.

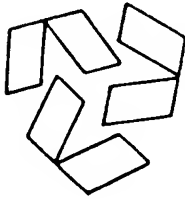
The workshop will conclude with a review of professional platform techniques and individual action plans for reinforcement of skill development.

#### METHODOLOGY

Workshop activity includes lecture, discussion, small-group exercises, a film, interpretive readings, dramatic readings, participant briefings, videotape and audiotape recording and review, and feedback for skill development.

#### INSTRUCTOR

Harry G. Lilly



VICORE, INC.

2009 NORTH FOURTEENTH STREET ■ SUITE 608 ■ ARLINGTON, VIRGINIA 22201 ■ 703/525-9551

## BRIEFING TECHNIQUES FOR PROFESSIONAL PLATFORM DELIVERY

### Workshop Outline

DAY 1      Essentials for Effective Briefing: Preparation and Delivery

Need for Professional Platform Delivery: Achieving "Intended"

Results

3 Major Communication Components of Delivery

- o Visual
- o Vocal
- o Verbal

Anatomy of Skills for Professional Platform Delivery

Participant Exercise: Individual Self-assessment of Strengths

and Weaknesses in Platform Performance

Identification and Assessment of the Skills and Techniques

of Master Presenters

Techniques and Skills for Managing Tension and Nervousness--

Before and During Delivery

Preparation

Participant Briefings (8 - 10 minutes each)



DAY 2      VISUAL Messages

- o Personal Appearance/Image, Body Movement, Body Language,  
Posture, Eye Contact, Facial Expressions, Gestures,  
Mannerisms, Use/Handling of Lectern, Visual Aids, Notes

Tips, Techniques, and Behaviors for Managing VISUAL Messages

Participant Exercises--Visual Communication

VOCAL Messages

- o Tone, Pitch, Pace, Pause, Projection, Intensity, Inflection,  
Pronunciation, Enunciation, Articulation, Noise/Filler

Tips, Techniques, and Behaviors for Developing and Using the Voice

Participant Exercises--Vocal Communication: Interpretive

and Dramatic Readings

VERBAL Messages

- o Wording, Phrasing

Presentation Strategies

Techniques for Persuasion

- o Visual, Vocal, and Verbal
- o Participant Exercises

Receiving, Understanding, & Adapting to Audience Feedback

Tips, Techniques, and Behaviors for Handling "Difficult" and

"Hostile" Questions and Audiences

Participant Exercises--Handling Questions

Preparation/Individual Consultation with Instructor

Rehearsal (Teams)

DAY 3      Participant Briefings (10 minutes)

Individual Action Plans

Workshop Review and Evaluation